

# Conceptualizing Teaching and Questioning Teaching Process during Covid-19

Gandhari Saha

Associate Professor, Department of Political Science, Malda College, Malda-732101, West Bengal, India

---

## ABSTRACT

Pandemic has exposed the faulty education and teaching process in India. Online education system has put teachers and students in a new world that is still unexplored and unidentified. They are merging blindly. This paper reflects the condition of teachers during online education. An online survey has been conducted to answer some possible questions regarding their conditions, i.e., their opinion, competency, choices, adaptability during pandemic. A google form consisting close ended questions was provided that has been filled by almost 154 teachers across West Bengal. I have discussed the outcome with possible suggestions.

**Keywords:** -Pandemic, Teacher, Online Education, ICT, Nation Building.

---

## INTRODUCTION

Successful decision could be made if people use their rational and cognitive faculty as a conscious being. Only right education can lead one individual to the true path of success. The grave responsibility falls on the shoulder of education to transform a child to a capable citizen and bloom the hidden potential of the students. According to Swami Vivekananda "Education is the manifestation of perfection, already in man." Here teacher who shapes the citizen is solely dedicated to his duty. Only a teacher can substantiate and validate the implementation of the ideals of education. Hence, the character and the principals of a teacher is the very reflection of the education. Teachers are the epitome of the idealistic characters who are emulated by the students.

Truth should be shadowed by ideal human beings by being obedient to it. Gandhiji once said "Truth is God, God is Truth." Heading towards ambition needs worshipping truth. Abdul Kalam, the renounced teacher and scientist, said "I am the best, I can do it. The God is with me. I am the winner." Transparency in human life is truth. And the first alphabet in the word 'teacher' implies **transparency**.

'E' stands for his **education** i.e., his knowledge which he has attained by staying with truth and which will be inherited by the students.

'A' stands for **activeness** that suggests his sleepless effort in his every section of life, be it his personal, cultural, institutional, workspace.

'C' denotes his **carefulness**. His activities should always be student centric not syllabus centric. He has to make sure that he is being reciprocal to the responses of the students. He must be a participant in the student centric world. The communication between them must be both sided not one sided for the all-round development of the students.

'H' stands for **honesty**. There should be no disparity between his inward-self and outward-self. He should consider teaching as a dedicated meditation not as a profession. Otherwise, he will be deviated from truthfulness and the goal of education.

'E' denotes being **enlightened** that suggests his positive approach and mentality that should be for the welfare of the society.

‘R’ stands for **resilience**. He should be resisting the hindrances against the progress of the society. Spirit of resilience will help him to raise voice against any kind of injustice.

If the teachers soulfully follow the above virtues, then justice, brotherhood, equality, fraternity will prevail. Teachers are the makers of balanced humans and with balanced humans, balanced society will be made. Through this making process the unshakable backbone will be made that will fight any injustice. Hence, nation building will be successful.

This is the year 2022. The whole world is suffering due to covid 19 since April 2020. Even the remotest area is not untouched of the solid grip of covid. People have lost their near and dear ones. Right medication and bliss of fortune have cured the infected people and they got their way back to home. Nevertheless, social life, trade, education, even the very existence of humans has become uncongenial and hostile. And in this regard India is not an exception.

The use of ICT has been there for long in foreign countries. But India, specifically West Bengal has been using this profoundly during the pandemic. Pros and cons of ICT, right usage, training, everything should be experienced by a teacher. But the sudden emergence of covid 19 has challenged these criteria. Students being completely deprived of physical interaction are having alien like experience and challenge. And teachers being not the exceptional ones are witnessing similar situation. When diversity in mentality and difference in approach becomes evident, teachers get split. This is what I have found through my experience and survey.

### METHODOLOGY

This paper, through the primary and secondary data, seeks to give an exposure of the responses regarding the teaching process during covid 19. We have tried to reflect the teachers’ capabilities, responses, feelings, thoughts in this pandemic situation when the education was going on only online mode. The reason behind discussing their feelings is because the contribution of education given by the teachers in human life is unmeasurable. This paper is built on the quantitative data that has been collected through survey method. The survey has been conducted through online mode because of pandemic. Before collecting data, I had provided the teachers and lecturers some close ended questions through google form that helped me in shaping my questionnaire. My focus is to delineate the real picture of online class in West Bengal and throw a detailed analytical light on this issue. Step by step I would classify the teachers on the basis of personal experience and then get into the details of my survey.

#### *ICT And Teachers During Pandemic:-*

- Active teachers have the expertise of the use of computer knowledge. They feel proud for this. And because of their expertise, almost all virtual works are imposed on them. Hence, they do not get enough time to interact with students.
- The other category of teachers’ craze for acquiring computer knowledge is evident but no one teaches them. Because one has to invest a huge time to teach as well as learn computer skills with patience. World is busy. Hence, they cannot take online class even if they wish to.
- There are some teachers who claim that they need proper training. But after having two or three days of training, they feel that the trainer is teaching in haste and they are quite unable to recollect the things they have learnt. That’s why they prefer offline teaching over online.
- And again, there are some aged teachers who only know to switch on the laptop. They are not able to create zoom or google meet link. They are disappointed. They are more possessed by the thought of retirement.
- There are teachers who despite knowing the computer knowledge hardly push themselves to take classes. It’s not the ethical values but compulsion out of which they take classes. They consider their work merely as profession not a dedicated meditation. They do not take classes on schedule but at their own convenience. Without preparation they take classes.

Finally, we have aged teachers who are reluctant to take their classes because of their fragile energy.

#### **Questionnaires: -**

I have developed some questions that have been answered by teachers. Those questions helped me a lot to understand their psyche and approach during the pandemic. The result is very spellbound. Some questions are as followed.

1. Are you teaching online classes?
2. Through which device are you teaching your online classes?
3. Do you feel comfortable with online teaching?

4. Are you using PPTs during classes?
5. In online teaching do your students listen with proper concentration?
6. Have you taken online class after 6pm regularly?
7. Do you prefer night classes like 7pm to 11pm?
8. Do you have WIFI facility at your home?
9. Has online class affected your health?

**Aims and Objectives: -**

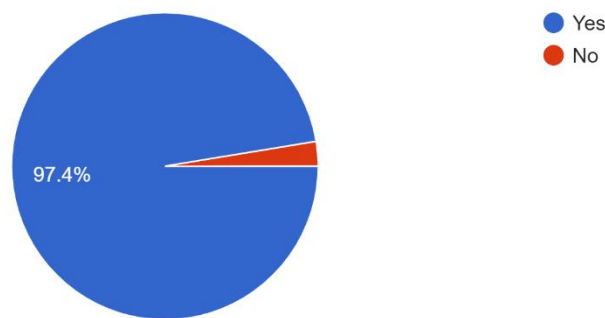
- To expose the challenges faced by teachers in Online teaching.
- To help understand perspective of teachers about online teaching during COVID-19.
- To rate their experience in terms of difficulty about Online platforms of teaching.
- To check which tools teachers are using for online teaching.
- Have the teachers been ethical in term of their profession?
- To know the preference of teachers regarding teaching process during pandemic.
- To know the diverse types of teachers and their approach.

**Survey Findings: -**

Pandemic has pushed the teachers to get acquainted with the online teaching. Some cannot get adapted to this new challenge simply because of incompetence. Sudden emergence of that adversity has left the teachers numb and dumb. And there are some who have been able to curb the hostility having been adapted. Almost every teacher in India could afford a mobile phone or laptop (disregarding the fact whether they can use it or not) that is essential for an online class. Out of 154 responses 97.4% of the teachers took online classes during the pandemic. That is probably one of the most positive aspect of pandemic time education system. But still we have lot to improve as nearly 2% were voluntarily or involuntarily not taking classes. That is a concern that needs our attention. Effective classroom needs the physical interaction which the virtual classes lack. That thing is quite evident during pandemic. This has shown us how an emotionally attached relationship has changed into mechanical one. This has aggravated possibility of good nation building. (Fig-1)

Are you teaching online classes?

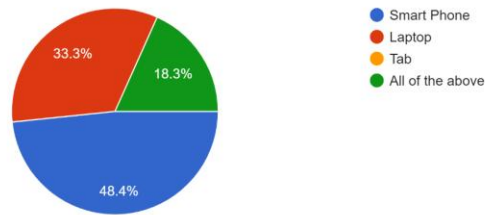
154 responses



**Fig- 1**

Out of 153 responses 48.4% of teachers use smartphone to conduct the online class. While 33.3% of the teachers were primarily relying upon laptop. 18.3% used both. The problem is a teacher needs to be fully prepared or do some homework before conducting a class. To do the preparation one should go through the topic he is going to discuss. And what if this topic is unavailable right now? You need a soft copy, right? So, laptop or tab is way better than mobile phone to read the soft copy for the preparation. Specially during pandemic being unable to visit library frequently, the importance of softcopies increased a lot. A laptop or tab gives you the better reading. But almost 50% of the teachers didn't have laptop despite knowing the importance of preparation. Our survey clearly proves this. (Fig-2)

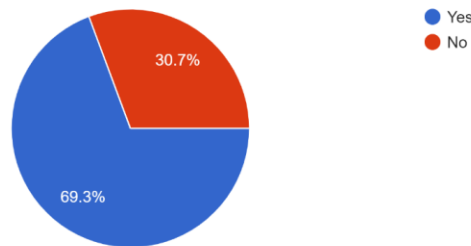
Through which device are you teaching your online classes?  
 153 responses



**Fig-2**

Teachers and students both have been found lolling in front of laptop, mobile and sulking in rooms. Stagnancy of life and monotony of daily activity during pandemic is quite well known to us. 69.3% of the teachers feel uncomfortable while online classes. That’s a very alarming issue that needs to be addressed. Communication gap, lack of interaction, work pressure has questioned the comfortability of teachers. They no longer sit in the classroom guiding those heads and evaluate their learning process. They no longer enjoy the erstwhile state of mutual affection. This absurd way of looking into the device almost makes the virtual interaction a one-way communication where the sender sends with irritation and the receiver receives with compulsion. As a consequence, the upcoming generation without proper nourishment will develop a defect personality and character which might ensure decay in the society. (Fig-3)

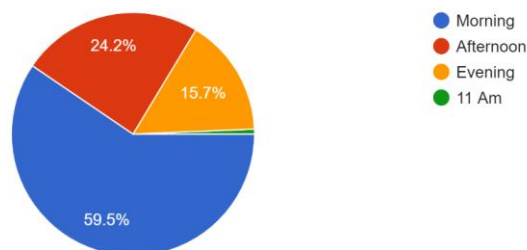
Do you feel comfortable with online teaching?  
 150 responses



**Fig-3**

Pandemic has affected our daily schedule and sense of discipline. Our daily schedule has changed a lot during pandemic. People have been introduced with work from home. In education it is teach and learn from home. Teachers have been asked about what should be the ideal time for online education. And we have found that there is a diversity of opinion in this regard. 59.5% say it is morning. 24.2% of the teachers prefer afternoon. Then 15.7% say it is evening when online classes should be conducted. Only 0.7% is sticking to the actual school college time that is 11am. So, there are very few who are still punctual when it comes to time management and discipline maintenance. Otherwise, almost all of the teachers have used time according to their own convenience. (Fig-4)

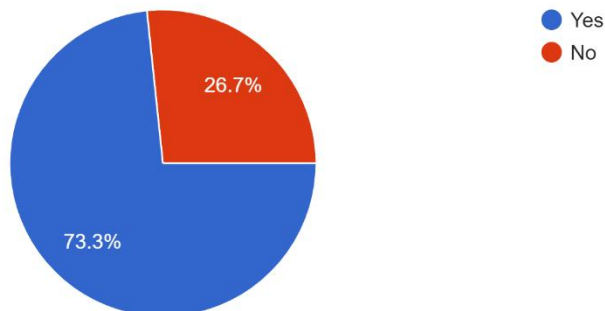
According to you what should be the ideal time for online classes?  
 153 responses



**Fig-4**

Old generation teachers who are unaccustomed with devices with which online classes are conducted, are unable to use or create PPT. Mere scrolling up or scrolling down is alien like thing to them. And there are teachers who despite being accustomed with computer knowledge do not use PPT. PPT is an inseparable part of education specially when it comes to higher education. In absence of blackboard, eye contact, physical interaction, PPT plays a vital role. NEP2020 emphasizes on using ICT based education model. Through PPT students obtain knowledge with visual representation. They grow more interest. Out of 153 responses 73.3% teachers used PPT during online classes. But 26.7% didn't. Maybe it is their unfamiliarity or reluctance.(Fig-5)

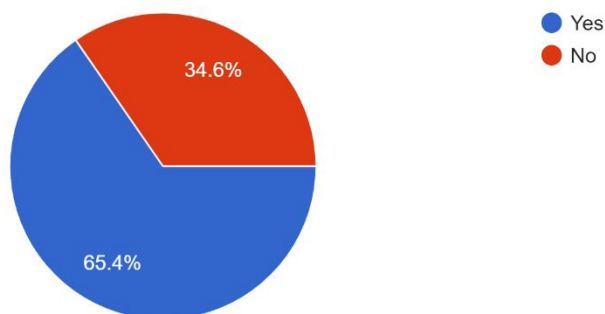
Are you using PPTs during classes?  
 150 responses



**Fig-5**

Availability of devices, computer knowledge, electricity, excitement before class is not enough to run an online class. Availability of good internet determines the stability and quality of the online class. But internet problem is a huge global issue especially in rural areas. Even if urban area manages to have a quality internet, rural area faces huge problems. So, disparity widens between urban online education and rural online education. Out of 153 responses 65.4%faced internet problem. That is a huge number and very problematic as well. If it continues then the consequence of it will tremendously aggravate the rural education system. (Fig-6)

Are you facing any type of internet issues during classes?  
 153 responses



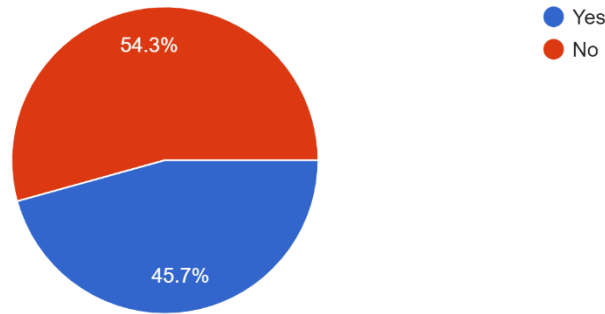
**Fig-6**

In the above passage we discussed the internet problem which is a global issue of course. Online classes which were most of the time running with mobile data were disrupted because of frequent disconnection, technical glitches, poor connectivity, hazy voice or audio. But in today's technologically advanced world the solution is WIFI which is not expensive at all to afford especially for teachers. The responses we have been given is very shocking. Out of 153 responses 54.3% teachers are not having the WIFI facility and 45.7% have WIFI at home. Although 97.4% teachers out of 154 took online classes that we have mentioned earlier so far. (Fig1)The question here arises whythe number is huge and the teachers are reluctant to buy WIFI facility. In the 2 years of pandemic why teachers deviated from the grave responsibility of

ensuring quality education to students? Is it only the ethical degradation? The insensitivity and irresponsibility of the teachers that might have affected the learning outcome of the young minds is unmeasurable. It will have to pay an expensive cost in future as the young minds will build the nation. If they would have had the WIFI facility, then the classes would have been good without any hindrances. The learning and teaching outcome would have been better. (Fig-7)

Do you have WIFI facility at your home?

151 responses

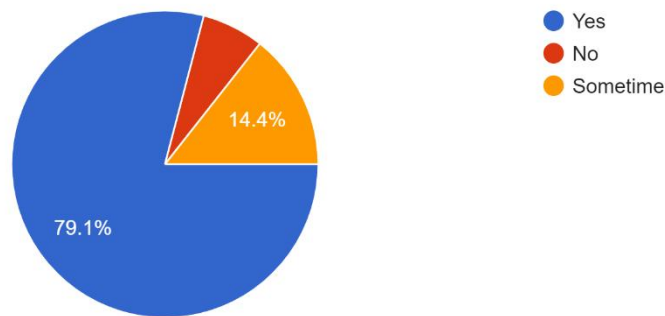


**Fig-7**

Out of 153 responses 79.1% of the teachers took daily online attendance. 14.4% took online attendance but not on a regular basis. Whereas, 6.5% teachers never took attendance during pandemic. When CBCS was introduced, internal marks were dependent on the attendance of a student. This was done to emphasize on the attendance of the students. It was introduced for the students to take attendance seriously. But some teachers didn't take this procedure seriously. Maybe it was their disinterestedness or reluctance. Attendance makes the students energetic to attend the classes regularly. But seeing their attendance not being taken, may make them feel indifferent to attend classes. This issue should be looked after by concerned authority. Taking attendance should be emphasized more for the sake of students and by the teachers as responsibility. (Fig-8)

Do you take daily attendance?

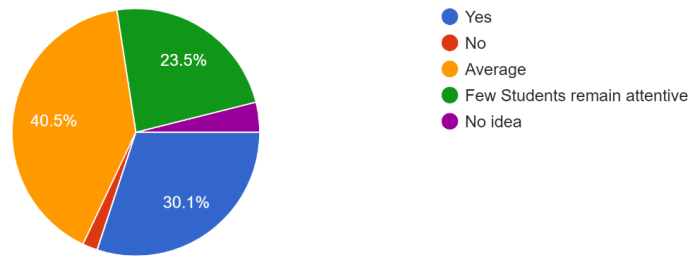
153 responses



**Fig-8**

Online classes have aggravated the teacher-student relationship and elevated the communication gap. Teachers are confused of the students' responses and students are puzzled about the interactions during online session. Seeing the attentiveness declining, teachers also might have exhausted. Out of 153 responses, 40.5% of the teachers said that the students listened to their lectures with average concentration. 23.5% said only few students remain attentive. 3.9% said they do not have any idea regarding this and 2% completely denied that the students remain attentive. The problem is the lack of physical interaction and communication gap. Even the sincere students are failing to concentrate in online classes. (Fig-9)

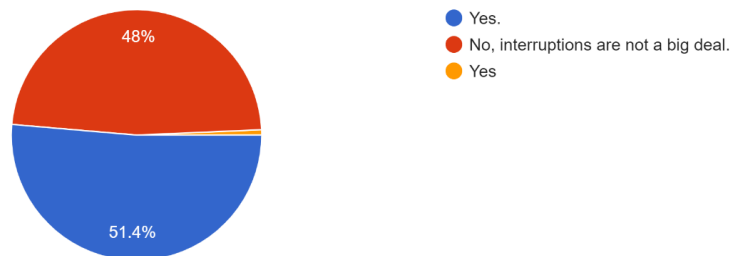
In online teaching do your students listen with proper concentration?  
 153 responses



**Fig-9**

Both teachers and students faced the awkwardness of online classes. In our survey we find that 52% (approx.) of teachers being fed up with online interactions, voted for offline classes. While 48% said that interruption was not a big deal at all. In our first response we find that almost 97% teachers took online classes. So, most of them might have faced unexpected interruptions and that is why they prefer offline classes. (Fig-10)

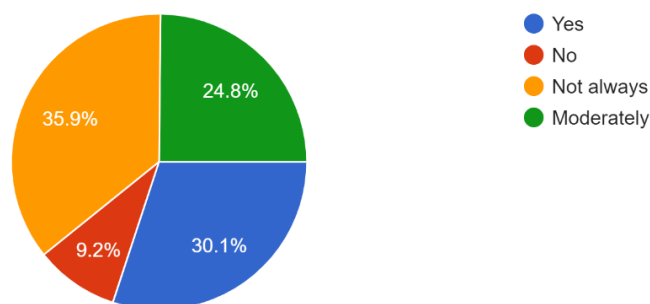
During online classes unexpected interruptions do happen. Due to that do you prefer offline classes more?  
 148 responses



**Fig-10**

Out of 153 responses, only 30.1% said that they feel satisfied after taking anonline class. 9.2% said they are dissatisfied. 35.9% voted for the option 'Not Always' and 24.8% were partially satisfied. The latter two numbers are confused whether they like online classes or not. (Fig-11)

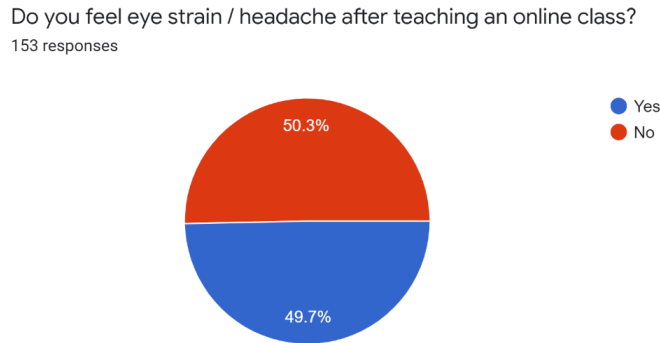
Do you feel satisfied after taking an online class?  
 153 responses



**Fig-11**

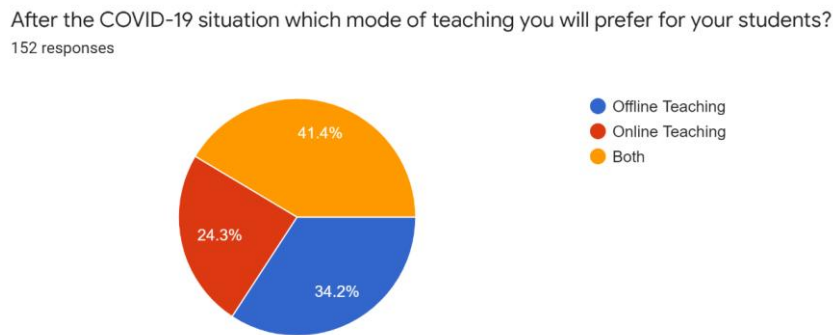


In our survey it was obvious that lolling in front of mobile and laptop for teaching and learning purpose caused health problems. 49.7% teachers felt eye strain and headache after conducting an online class. But they had to continue after the very next day because they were helpless. Without treatment they go on teaching and lose the energy for the other classes. (Fig-12)



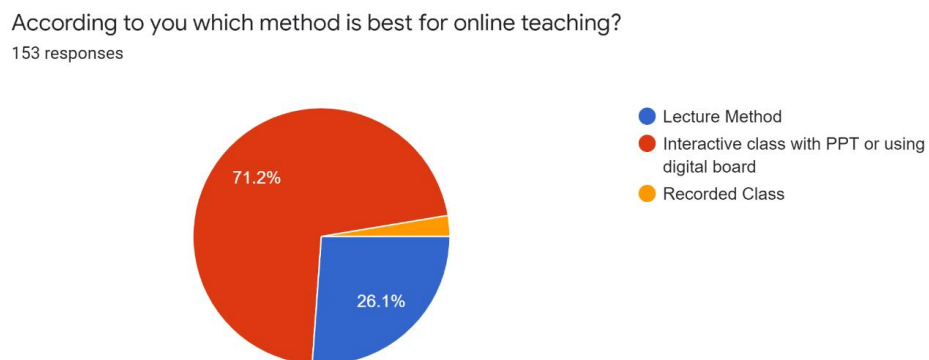
**Fig-12**

After all these odds of online classes, there is a positive aspect of online classes as it opens a new door in a way that when a teacher is unable to appear physically in the institution, he/she can interact virtually with the students. Out of 152 responses 34.2% preferred offline class. 24.3% like the classes to be conducted online. 41.4% prefer mixed mode of teaching that is if somehow, they are unable to come in the class, they would tend to interact virtually. (Fig-13)



**Fig-13**

We have asked the teachers which method is best for online teaching. 26.1% teachers said it is lecture method. 71.2% said that it is interactive class with PPT or other digital board. While 2.6% said it is recorded class which is suitable during pandemic. (Fig-14)



**Fig-14**



Out of 149 responses 75.2% accepted that online teaching cannot be the substitute of offline teaching where physical interaction plays a vital role. But to our surprise, 24.2% emphasized on online teaching. Maybe they are interested in exploring the new hidden possibilities of virtuality. (Fig-15)

Do you think online teaching can't be a substitute of offline teaching where in-class interaction play a vital role in teacher-student relationship?

149 responses

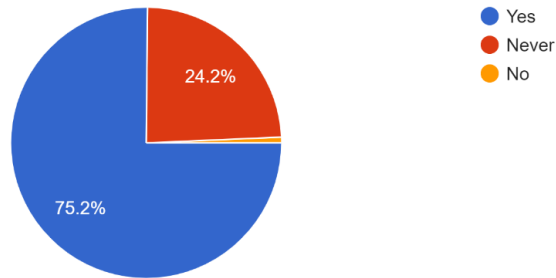


Fig-15

## CONCLUSION

In earlier days, teachers were mostly dedicated, idealistic, facilitator of knowledge. Their main task was to set goal and organize the learning process accordingly. Now the biggest challenge for teachers is to make decisions and cope with the stress of the changing world of schools. Today teaching is mostly exam oriented. With the development of new form of learning and teaching, teachers have to become familiar with new pedagogical methods. Thus, instead of chalk and black board they need to be technologically expert.

Blaming is not the solution. Detection of disease is not the cure. Prescription must be made according to the symptom. So, teachers need to be pure, dedicated, and responsible. Teacher is not merely an education provider who imparts knowledge but he becomes an activist who possesses a vision and nurtures the dream of an ideal state with responsible citizens.

Good teaching could only be provided by honest and dedicated teachers guided by a proper and perfect policy plan. The entire educational system is a result of an excellent and happy blending of relationship between student and teacher in the classroom. Teachers' intellectual and moral sensibility plays a significant role on students. It is generally agreed that good teaching involves good communication between the teacher and students. It is the duty of a teacher to help students to bloom from within and develop a sense of community and trust in institutional teaching and teaching methodology. Obviously, a supportive, communicative, expressive, and motivating teacher can help students to reach to the highest point of life. "In order to promote learning, teachers must develop certain kind of relationship with student, and must construct certain kind of environment in the classroom, it's a matter of both of skill and of disposition" (Hansen, 1998).

Another issue is the loopholes that are there in online evaluation system. We have not discussed about it thoroughly but it plays a key role along with teaching process to shape the potential of a learner. Research should be done regarding this faulty evaluation system in which students do not get the chance to rectify their mistakes, they will not learn anything from their mistake. Besides this many teachers put random marks without even checking the papers. As a teacher I have seen this personally. My data has shown that teachers were unfamiliar of ICT tools. It is because of 'work from home' system that they learned the usage of those tools. Teachers must be properly trained enough to use ICT tools because these are the integral part of higher education. Regular usage should be conducted along with lecture to facilitate learning outcome in this post-pandemic time. We have seen how aged teachers became incompetent during online interaction. They should be encouraged to get acquainted with the usage of ICT.

The effect of online education is widespread; hence every conscious man should contemplate over it. David Easton in his Post Behavioral theory notes that every wise and intelligent man should use his knowledge for the progress of the society. When society is determined to resist the already prevailing discriminations, it cannot be engaging into inhuman, immoral, activity by invoking new binary between rich and poor, have and have nots, privileged and non-privileged, resourceful and unresourceful. Education is the producer of the resources and resourceful persons in every sector. But online education



without good infrastructure has been producing unskilled youths. The cultivation of this incompetency will surely dissolve the resources of the society.

#### REFERENCING

- [1]. Saha Gandhari, (2019), *“Education, Teacher and Student: Challenges of the Twenty First Century”*, Kolkata, Levant Books.
- [2]. Hansen D.T, (1998), *“The Importance of the Person in the Role of Teacher”*, Child and Adolescent Social Work Journal.
- [3]. Easton David, (1969), *“The New Revolution in Political Science”*, American Political Science Review.
- [4]. Saha Gandhari, (2022), *“Covid 19 and Online Teaching.”* Retrieved from <https://docs.google.com/forms/d/1sGXt3DKpS66OLHyxRx8CtawEP6aji8nfL9RYCIkIEE/edit?usp=drivesdk>.